DOCUMENT RESUME

ED 293 670 RC 016 570

AUTHOR Brown, Adell, Jr.
TITLE 1890 Institutions' Extension Program and Rural Development.
PUB DATE Aug 87
NOTE 12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Blacks; Educational History; *Extension Education; Higher Education; *Land Grant Universities; *Program Implementation; *Rural Development; Rural Education; *Rural Extension
IDENTIFIERS *Morrill Act 1890; Smith Lever Act

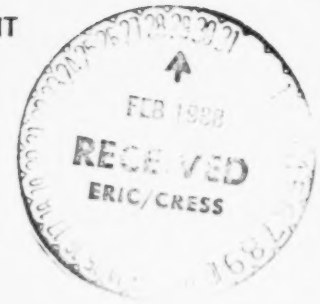
ABSTRACT

The extension role of Tuskegee Institute and the 16 black land grant colleges established by the Morrill Act of 1890 has been to diffuse among the non-university citizens of America useful and practical information on agriculture, home economics, and related areas. Tuskegee's extension efforts began in 1880 and flourished under the leadership of Booker T. Washington and George Washington Carver. The Smith-Lever Act created the Extension Service in 1914 and, by 1923, 294 black agents were working in 16 southern states. However, all funds were administered by the white 1862 land grant universities. Passage of the United States Department of Agriculture 1972 Appropriation Act enabled the black land grant schools to administer their own programs. Current 1890 land grant extension programs have divided community and rural development programs into the following components: leadership development, organization development and maintenance, safety, leisure and cultural education, economic development, manpower and careers, housing and home environment, natural resources and environment, and business management and economics. Extension efforts by the 1890 organizations include stress management, job finding and retraining programs, community promotion packaging, public policy training, and fiscal management and financing alternatives for rural communities. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED293670

1890 INSTITUTIONS' EXTENSION PROGRAM AND RURAL DEVELOPMENT



Dr. Adell Brown, Jr.
Associate Specialist/Agriculture
Cooperative Extension Program
Southern University And A&M College
Baton Rouge, LA 70813
(504) 771-2242

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Adell Brown Jr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC016570

Paper prepared for presentation at the Annual Rural Sociological Society Meeting, Madison, Wisconsin, Aug. 12-15, 1987.

BEST COPY AVAILABLE

ABSTRACT

The 16 black land-grant colleges and Tuskegee have made great contributions to the development of rural America. Their works are dated back to the late 1800's with contributions by great individuals such as Drs. Booker T. Washington and George Washington Carver of Tuskegee Institute. 1890 Extension's contributions are in the areas of production agriculture, home management, human (leadership training) and economic development. They have tended to work with those individuals outside of the mainstream of society. Their audiences are small scale farmers and low-income families. Their goal is to improve this audience well-being through the process of education. Many of the small farmers and low-income families have increased their family income and improved the general appearance of their surroundings through Extension assistance. Also, they have improved their ability to participate in the democratic process through leadership and organization training.

1890 INSTITUTIONS' EXTENSION PROGRAM AND RURAL DEVELOPMENT

BY
ADELL BROWN, JR.

The purpose of this paper is to delineate what has been, and is the role of the 16 Black Land-grant colleges and Tuskegee Extension programs (hereafter referred to as 1890s) in the development of rural America. The paper will review the orgin and development of 1890s Extension overtime. Also, the paper will highlight several outstanding 1890 Extension rural development programs. Finally, 1890s' future role in rural development will be discussed.

For purpose of discussion, rural development is defined as the process aimed at improving the quality of life (living standard, socioeconomic conditions, etc.) in rural communities. As defined, rural development is any program aimed at improving the well-being of people. This includes programs in agricultural development, industrial development, development of natural resources, development of the trade and service sectors, as well as the development of human capital.

The Morrill Act of 1862 and the Hatch Act of 1877 created the teaching and research arms of the land-grant system-respectively, for the white race. The second Morrill Act of 1890 added the 16 black institutions and Tuskegee to the land grant system. The Extension service was not established until 1914 with the passage of the Smith-Lever Act. Extension's purpose, as defined by the act, was the diffusion among the non-university citizens of America useful and practical information on Agriculture, Home Economics and related areas. The Extension Service was established under the premise that through the development of better farmers (people) the country as a whole would be better off (3). It was established during a period when the majority

of the American population lived on farms and the country was rural. Extension was established to develop and maintain a commercial agricultural base (3). Jenkins noted that at this time America was a society of island communities and that Extension was shaped and advocated by people who supported a shift to a more interelated urban-industrial business society (3). In essence the Extension Service was created to develop rural America. The discussion will now focus on the development of 1890 Extension Services.

The 1890s as well as many other Black universities played major roles in the development of rural America. Extension work by both 1862 and 1890 universities can be traced back before the passage of the Smith-Lever Act. The 1890 Extension work can be traced back before the passage of the second Morrill Act of 1890 to the outreach efforts of Booker T. Washington and the faculty of Tuskegee Institute. Tuskegee's Extension efforts began in 1888 under Booker T. Washington leadership (5). Farmers were trained both on the farm and at the univerisity through farmer conferences. After the white state Extension Service was organized, the U. S. Department of Agriculture and various states deemed it necessary to extend the Extension efforts to black people thus hiring the first black Extension worker at Tuskegee Institute in 1906 (7). A month later another Extension worker was hired at Hampton Institute in Virginia (7). By the time the Smith-Lever Act went into effect there were about 100 black agents in 11 states. By the end of 1923 there were 294 black agents in 16 southern states (7). Many of the earlier Extension workers were educated at Tuskegee Institute. These black agents were located at the county level in rural America. They received subject matter training and assistance from the 1890s. During the earlier years, 1890s held annual farmers days, agent training meetings and short courses for adults and youths on their campuses. During the earlier years,

the 1890 Extension Service during earlier years assisted black farmers and their families through education to improve their living conditions by adopting better farming and home managing practices. A better balanced diet for adults and children, school lunches, day care for children, prevention of diseases, screening the house (windows and doors), and building of sanitary toilets were all programs emphasized by Extension agents. Major efforts went into organizing community clubs and training community leaders. Extension organizations worked closely with other groups such as the black chambers of commerce, school officials and teachers, health societies, black churches and Self Help League to improve the well-being of the citizen of rural America.

The Tuskegee Institute was the forerunner of 1890 Extension work with the development of the "Jessup Wagon Concept" (2, 5). The concept started when Dr. Carver used a mule and wagon loaded with Extension materials, traveled through rural Alabama teaching black farmers the latest production practices. Under the direction of Dr. Booker Washington and the financial support of Mr. Wagon of New York, Dr. Carver further developed the concept until it became known as the Jessup Wagon Concept-Extension on Wheels. The Extension agent had a traveling Extension program where in the morning he worked with the community's farmers and homemakers on the latest production and homemaking practices. The afternoon was filled with recreation activities for the children. Because of the success of this delivery technique, this program was duplicated by other 1890 Extension Programs. Efforts that improve the farm families' health, living conditions, income and ability to participate in the democratic process can be classified as "rural development." Much of 1890 Extension earlier efforts can be classified as rural development.

The Smith-Lever Act that created the Extension Service allowed those state legislatures which had established the 1890s to designate the white or the black college to administer the Extension work (8). An attempt to amend the bill to include specific requirements that Extension work among blacks be conducted by 1890s failed on the grounds that separate programs might lead to dissimilar instructions. The result was that the white land-grant administered all funds. The 1890s between the period 1914-1971 received very little federal or state support to do Extension work (2, 5, 7). They were relegated to a position of supporting the 1862 universities. All funds were received by the 1862s and they then farmed out some monies to the 1890s for black Extension work. Black Extension workers were employed and responsible to the 1862 Extension directors but were generally housed on the 1890 campuses. The faculty of 1890s assisted these workers in community development programs, farmer training days, etc. The 1890s was responsible for program development (2, 5). Much 1890 outreach work was carried out through vocational educational programs (9). Agricultural teachers in black schools had an agricultural outreach responsibilty. They assisted in training farmers on production management practices. Also, they organized community clubs and trained community leaders. These teachers received support and instructions from 1890 teacher training supervisors for agriculture.

The 1890s started receiving new funds for Extension with the passage of the USDA 1972 Appropriation Act, under 3(d) section of the Smith-Lever Act (1). These new funds unable 1890 Extension to develop and carry out programs designed to reach audiences that were unsuccessfully reached by 1862. These audiences included-small part-time farmers and limited resource families. Results of a survey of 1890s College Presidents indicate that

they identified and structured the Extension Service based on the following five priority programs: leadership development, family and youth development, community development, resource management and agriculture production (1). An examination of this list clearly indicates that all five programs will have a direct or indirect impact on rural development.

The 1890 Extension Services were organized in 1972 into the same four major programs areas as the 1862s-Agriculture, Home Economic, Youth and Community and Rural Development (CRD). The CRD program is not mutually exclusive of agriculture, Home Economics and Youth programs. Extension programs that teach small scale farmers to increase farm income, limited resource families to better manage the family's budget and/or youths to be better citizens will have a positive impact on the development of rural communities both economically and socially. This paper will focus only on those efforts the 1890s have identified under their CRD program.

1890 CRD Programs

The 1890s, based on National program guidelines, divided CRD into the following components: Leadership Development; Organization Development and Maintenance; Safety; Leisure and Cultural Education; Economic Development; Manpower and Careers; Housing and Home Environment; Natural Resources and Environment; and Business Management and Economics (6). Time and space do not allow for a full explanation of each program area. The paper will present several selected rural development programs which exemplify activities and 1890s accomplishments.

Leadership Development - All 1890 Extension Program have a leadership development program. The objective is to increase the awareness and participation of all citizens in their community, state and country governmental process. The clientele range from rural ministers, lay leaders,

elected officials and appointed government officials and citizens. The subject matter range from parliamentary procedures, group dynamics, group problems solving, proposal writing, planning community programs, defining community problems, setting priorities and implementing community programs and locating resources for rural development. The programs range from one day meetings to a block of lessons being taught weekly over a period of time. Two successful leadership development programs are "The Annual Minister's Conferences held at Tennessee State and Alcorn State Universities. At these conferences, ministers are trained to become disseminators of Extension information. Ministers receive technical information on Extension and other governmental programs. They also receive training on various delivery techniques (teaching methods) to effectively get the message across to community residences.

Organizational Development - The organization development component is used to get rural citizens to become more involved in the affairs of their community. These programs usually compliment leadership development programs. Leadership development teaches the skills and techniques necessary to be good leaders. Organizational development allows trained leaders to put learned skills in action through organizing and running an organization. These organizations are community based and designed to solve community problems. Some examples of organizations organized through Extension efforts are: local farmers' markets in Louisiana that are locally controlled by the farmers. These markets benefit both the farmer by providing an outlet for their produce and rural families by providing an inexpensive source of fresh vegetables. Another example is a group of citizens organized a community club that was successful at getting a water system in Talbot County Georgia.

Economic Development - The 1890s are concerned with assisting communities to evaluate their resources (land, labor and capital), to develop community development plans, create jobs, improve school and community services. Examples of 1890 Economic development projects are: (1) the development of a community recreation park that benefited 4,700 rural residence in Jefferson County Flordia; (2) secured a community development block grants to renovate and pave street in a rural neighborhood in Georgia; (3) a cultural awareness program in Kentucky and (4) the housing and rural development project in Tuskegee to teach low-income families to select, finance, and manage a family home.

Examples of 1890 Extension efforts and accomplishment in rural development are many. The above programs were presented to show the wide range and scope of these efforts. The paper will now address the 1890s Extension's future role in rural development.

Rural America, specially the rural south is experiencing severe economic problems. Many rural economics of the south still depend on the agricultural industry. With the demise of the agricultural industry of recent years, many communities are experiencing record numbers of business failures, (including rural banks) and high unemployment. Minorities in rural areas are experiencing even higher unemployment level than their white counter parts. For example, the overall unemployment for Louisiana is 12 percent but, for minorities it is 22 percent. These same data indicate that in some rural communities, black unemployment levels are as high as 40%. This crisis in rural America has caused many citizens to have a feeling of hopelessness. Now is the 1890s teachable moment. Extension CRD efforts need to be expanded include stress management; job finding and retraining programs; community promotion packaging; public policy training; and fiscal

management and financing alternatives for rural communities. Rural revitalization is a national as well as an 1890 Extension priority program for the next four year plan of work (FY 88-91). The 1890 Extension Services have a strong commitment to rural development and will continue to make great contributions in the area even with their shortages of resources and funds.

REFERENCES

1. Heritage Horizons, Exension's Commitment to People, eds. C. Austin Vines and Marvin Anderson, Published by Journal of Extension, 605 Extension Bldg., 432 N. Lake Street, Madison, Wisconsin, 1976.

2. Hill, Bailey, Retired Alabama Extension Leader, Personal Interview on the History of 1890 Extension Service, Aug. 1987.

3. Jenkins, John W., Historical Overview of Extension, Congressional Paper, Jan. 1980.

4. Louisiana Manpower Information of Affirmative Action Programs, May 1987.

5. Mayberry, B. D., Retired Research Director, Tuskegee University, Personal Interview on the History of the Tuskegee Extension Service, Aug. 1987.

6. Proceedings of the First Annual 1890 CRD Program Leaders Workshop, Marriott Hotel, Atlanta, Georgia, Published by Southern Rural Development Center, Box 5406, Mississippi State, MS 39762, Dec. 1982.

7. True, Alfred, A History of Agricultural Extension Work in the United States 1785-1923, United States Government Printing Office, Washington, D.C. 1928.

8. U. S. Commission on Civil Rights "Equal Opportunity in Farm Programs", A Report of the United States Commission on Civil Rights, 1965.

9. Virdure, Ledell, Retired Louisiana Vocational Agriculture Trainer, Personal Interview, July 1987.